

LAKE MURRAY ELEMENTARY

1531 Three Dog Road
Chapin, SC 29036

GRADES K-5 Elementary School

ENROLLMENT 713 Students

PRINCIPAL Claire D. Thompson 803-732-8151

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-898-0096

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

12

0

0

0

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

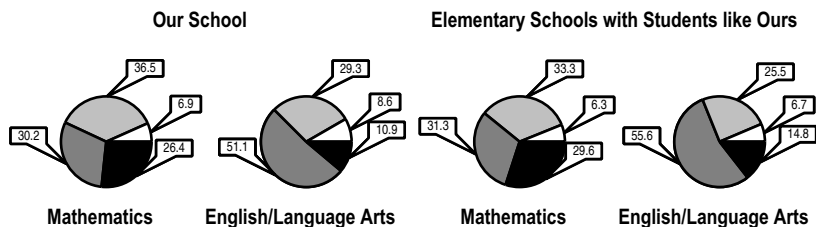
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	360	100.0	8.9	29.4	50.9	10.9	74.9	Yes	Yes
Gender									
Male	203	100.0	12.8	29.6	50.5	7.1	71.4		
Female	157	100.0	3.9	29.2	51.3	15.6	79.2		
Racial/Ethnic Group									
White	348	100.0	8.3	29.0	51.5	11.2	76.0	Yes	Yes
African-American	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	296	100.0	4.9	28.8	54.9	11.5	80.2		
Disabled	64	100.0	27.4	32.3	32.3	8.1	50.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	360	100.0	8.9	29.4	50.9	10.9	74.9		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	355	100.0	8.4	29.6	51.0	11.0	75.4		
Socio-Economic Status									
Subsidized meals	36	100.0	21.2	48.5	21.2	9.1	48.5	I/S	I/S
Full-pay meals	324	100.0	7.6	27.4	53.9	11.0	77.6		

Mathematics - State Performance Objective = 15.5%									
All Students	360	100.0	7.1	36.6	30.0	26.3	73.1	Yes	Yes
Gender									
Male	203	100.0	7.1	33.7	29.1	30.1	76.5		
Female	157	100.0	7.1	40.3	31.2	21.4	68.8		
Racial/Ethnic Group									
White	348	100.0	7.1	35.5	30.5	26.9	74.0	Yes	Yes
African-American	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	296	100.0	4.5	34.4	32.6	28.5	79.2		
Disabled	64	100.0	19.4	46.8	17.7	16.1	45.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	360	100.0	7.1	36.6	30.0	26.3	73.1		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	355	100.0	7.0	36.2	30.4	26.4	73.3		
Socio-Economic Status									
Subsidized meals	36	100.0	3.0	69.7	18.2	9.1	39.4	I/S	I/S
Full-pay meals	324	100.0	7.6	33.1	31.2	28.1	76.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	109	100.0	5.7	27.4	57.5	9.4	67.0
	Grade 4	106	99.1	9.9	29.7	50.5	9.9	60.4
	Grade 5	113	100.0	11.7	43.2	42.3	2.7	45.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	118	100.0	10.2	18.6	50.0	21.2	71.2
	Grade 4	123	100.0	9.0	27.0	60.7	3.3	63.9
	Grade 5	119	100.0	7.6	44.1	40.7	7.6	48.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	109	100.0	4.7	38.7	38.7	17.9	56.6
	Grade 4	106	100.0	5.0	26.7	26.7	41.6	68.3
	Grade 5	113	100.0	6.3	36.9	38.7	18.0	56.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	118	100.0	11.0	46.6	28.0	14.4	42.4
	Grade 4	123	100.0	4.1	36.1	35.2	24.6	59.8
	Grade 5	119	100.0	6.8	28.8	26.3	38.1	64.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 713)				
First graders who attended full-day kindergarten	95.0%	N/C	97.2%	100.0%
Retention rate	0.4%	Down from 1.2%	1.2%	2.7%
Attendance rate	97.3%	Up from 96.3%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.9%		0.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%		0.0%	3.5%
Eligible for gifted and talented	42.8%	Down from 44.5%	42.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.1%	Up from 4.6%	4.8%	8.2%
Older than usual for grade	0.0%	N/A	0.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 49)				
Teachers with advanced degrees	67.3%	Up from 56.0%	61.5%	51.4%
Continuing contract teachers	85.7%	Up from 78.0%	89.9%	87.5%
Highly qualified teachers**	93.3%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	2.3%		0.0%	0.0%
Teachers returning from previous year	88.5%	Down from 90.7%	90.6%	86.7%
Teacher attendance rate	95.3%	Down from 95.4%	95.6%	94.9%
Average teacher salary	\$41,895	Up 4.5%	\$42,827	\$40,760
Prof. development days/teacher	13.9 days	Up from 11.0 days	10.6 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.4 to 1	21.4 to 1	18.9 to 1
Prime instructional time	91.5%	Up from 90.8%	91.5%	90.0%
Dollars spent per pupil*	\$6,852	Up 6.1%	\$5,839	\$6,044
Percent of expenditures for teacher salaries*	64.9%	Up from 63.4%	68.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.5%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"Our mission at Lake Murray Elementary School, where everyone cares to learn and learns to care, is to develop life-long learners and responsible citizens, prepared to embrace challenges and changes by ensuring a multifaceted curriculum, instilling respect for self and others, and nurturing positive relationships within communities."

The mission of Lake Murray Elementary (LMES) reflects our emphasis on learning and caring. Students at LMES are challenged to achieve at high levels academically and to give back to the community through service to others. Academically our students achieve well on the Palmetto Achievement Challenge Test (PACT), a rigorous test to determine achievement on SC Content Standards. Although our data show very high percentages of students meeting standard, the challenge for LMES is to increase the number of students scoring at the two highest ranges of proficient and advanced, since the achievement goal for meeting the requirements of the No Child Left Behind legislation for Adequate Yearly Progress is that all students will achieve at the proficient level or above. To achieve this goal, our teachers will continue to use various forms of assessment to determine information about each child's strengths and weaknesses and design instruction to meet the needs of the students. Students will continue to evaluate their own work to determine how well they are performing. An emphasis on literacy will continue in all content areas with the assistance of a full-time literacy coach.

LMES is committed to helping students become responsible community members. Students participate in classroom, grade level, and school service projects. An emphasis on building community is reflected in the activities sponsored by our school. Each grade level cares for a part of the campus and supports a service project. Service to others is reflected in school-wide activities which support needs such as Jump Rope for Heart for the American Heart Association, lollipop sales to support a student needing a transplant, collecting pull tabs for Ronald McDonald House, collection of coats and canned goods for community agencies, and the selling of angels for the Angel Tree to raise money for We Care. Many school-wide family activities enhance the feeling of community for our school through PTO sponsored movie nights, spring carnival and fall festival, dinners, silent auction, student performances, and baseball and hockey nights. Classroom portfolio parties, family sharing, career days and volunteer opportunities are ways our family members are involved with our school.

Claire Thompson Dale Willm
Principal SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	108	55
Percent satisfied with learning environment	100.0%	97.2%	92.5%
Percent satisfied with social and physical environment	100.0%	93.4%	92.7%
Percent satisfied with home-school relations	95.5%	92.5%	79.6%

*Only students at the highest elementary school grade level at this school and their parents were included.